

Hi Line Cooperative: Leaders in Vocational Education

Where in Montana could a student find individualized learning programs in small engines, tool technology, motorcycle technology, carpentry, electricity, drafting, plumbing, welding, wall papering, glazing, and painting? For people living in northcentral Montana, the answer to that question is easy because schools at Box Elder, Hingham, Rudyard, Kremlin, Big Sandy and Chester offer all those programs and more.

Through the cooperative efforts of six administrators, an advisory committee and personnel at Northern Montana College, these six schools share programs designed to teach a variety of vocational education skills through automated teaching utilizing audiovisual materials and hands-on laboratory equipment.

The learning programs are part of a project entitled Automated Teaching Systems, which originally was made available through a grant obtained by Northern Montana College in 1975. Project Director Cliff Whittemore of NMC says the objectives of the project are



to provide special needs students in rural schools with more alternative vocational and remedial programs; provide a demonstration model for sharing vocational and remedial programs among schools; provide a demonstration model of automated teaching systems for teachers; and to provide a laboratory experience for student teachers and graduate career guidance interns.

Students involved in the programs receive individualized instruction for each unit via a taped cartridge, program viewer and training station. Included in the training station is a work bench complete with all the necessary tools and parts to disassemble, inspect or repair, and reassemble the item being studied.

For example, the motorcycle technology unit has three motorcycles—one assembled, one partially assembled with parts distributed in several training stations and one totally

disassembled. Students learn at their own rate gaining experience and expertise at each station on subjects such as carburetion, electrical systems, power block assembly and general two- and four-cycle engine maintenance.

When a student begins work at a training station, he/she chooses a cartridge and slips it into the program viewer. Audio and video instruction is provided telling the student in detail what is to be done. At that point the audio portion stops while the picture remains on the screen. After the student performs the requested step, he/she presses the GO button and the lesson continues. The program also provides test questions to which the student must respond. Depending on the student's answers, he/she either advances to the next step or repeats the lesson again. The classroom teacher can guide and monitor individually the progress of several students even though they all may be

working on different programs. Training stations and accompanying equipment usually are scheduled on a nine-week rotation basis for each school.

Carl Knudsen, Superintendent at Rudyard, says that the project has "expanded curriculum offerings in the vocational area for small schools which had neither the resources nor the personnel to offer such a variety of courses. Presently we have about 50 - 60 course titles that we can expose our students to without any additional staff. We're able to do this because of shared programs."

To augment this program, two other grants have been awarded to NMC this year. One grant provides rural students with mobilized vocational guidance services and the other provides teachers in the school systems inservice training for the utilization of programs in automated teaching and vocational guidance.

Persons interested in receiving more information about the programs should contact Project Director Cliff Whittemore or Project Coordinator Kathy Armstrong at NMC (265-7821).



Adult Ed Programs Launched from Glendive

Innovative efforts have been made in eastern Montana to assist adults, age 18 and over with less than a 12th-grade education, in gaining high school equivalency. Establishing educational opportunities for high school drop-outs in accordance with the State Constitution has been an administrative challenge, and the satelliting concept implemented by Dawson Community College in Glendive has been one approach in solving this dilemma while still maintaining fiscal responsibility. The project was initiated last year with state funds appropriated to the Superintendent of Public Instruction by the last legislative assembly.

The project has reached out to educationally-handicapped adults in Dawson, Richland, Sheridan, McCone and Wibaux counties. Many adults who found it necessary to leave school for economic or other reasons have matured with an increased desire for academic education, although their responsibilities may now preclude returning to school as full-time students. Without requiring a change of residence or life style, satellite Adult Basic Education classes fulfill the needs of those adults who feel compelled to upgrade their academic skills—either to enter the labor market or to meet increased demands of current employment. Bill Cunneen, manager, Division of Adult Education, states that "from whatever causes—economic, immigration, immaturity or whatever—Montana has 39 percent of its population over 18 without a 12th-grade education according to the 1970 census figure. While we have a comparatively low drop-out rate for the state, over the years the net effect has been to accumulate a large number of adults who have not completed secondary education. Many of these people go on to be socially and economically successful; but others find that without adequate academic preparation, most job opportunities are closed to them. In addition, sometimes a promotion on the job to more responsible and therefore better-paying positions calls for higher educational achievement."

The Glendive satellite program has been conducted through Dawson Community College by Mary Dvarishkis, Director of Human Services at Dawson. "We can now offer the academic preparations necessary to go on to additional occupational training, or for higher education, to a segment of our population that may have been overlooked before," Ms. Dvarishkis contends. "Perhaps the most appealing aspect is that these students can attend classes in their home town in the evening. The availability of the classes on an outreach basis makes it unnecessary for the student to make an expensive and disruptive move to gain access to a high school equivalency." Administrators of local school districts in the counties surrounding Dawson made facilities available last year for night classes in Sidney, Lambert, Plentywood, Circle and Wibaux. Both ad-

ministrators and local counselors were able to refer drop-outs they knew to the classes. Students began at their current levels of subject mastery and progressed at their own rates. There were no grade achievement requirements attached to specific time lines, and all classes were open entry-open exit, with no enrollment charge. Instructors for the classes included local substitutes, usually housewives with teaching degrees seeking part-time careers, and full-time educators.

The advantages of satelliting to Adult Basic Education are obvious for a state as broad and sparsely populated as Montana. "Now,"



states Cunneen, "with the money provided by the legislature, the leadership of Mary Dvarishkis, and the cooperation of local administrators, we are able to bring this badly needed service to small communities at a minimum of cost. By satelliting, only one administrator is needed. Local superintendents are relieved of writing project applications and filling out reports, yet their patrons are afforded the same educational opportunities as larger districts are. It has been a positive arrangement for everyone involved, and the teachers are still local personnel."

For 1978-79 at least three more communities will be added to the Dawson satellite project. In addition to Sidney, Plentywood, Lambert, Circle and Wibaux will be Savage and two sites yet to be arranged. There will also be a new approach to teacher orientation. Dawson Community College has applied for and received approval for funding of a special demonstration grant from the Superintendent of Public Instruction. The purpose of the project will be to bring satellite Adult Basic Education teachers into Dawson Community College for orientation to the uniqueness of the Adult Basic Education program, its clientele and administrative requirements.



Christmas Seal Artist

Loren Hanson, a third grader at Ft. Peck Elementary School, has been chosen the winner of Montana's Christmas Seal contest for his watercolor painting of Rudolph the Reindeer. The painting will hang in Washington, D.C.'s Smithsonian Institution and appear next year on Christmas Seals, along with winning works from the other 50 states, Guam, the Virgin Islands, Puerto Rico and the District of Columbia. The American Lung Association annually distributes seals to over 60 million U.S. homes and businesses and sponsors yearly Christmas Seal art contests for grades K-3 in cooperation with the National Art Education Association.



Teacher of the Year

Kenneth L. Monilaws, a 15-year veteran of Inverness Public Schools, has been named Montana's Teacher of the Year. Sponsored by *Encyclopedia Britannica*, *Ladies' Home Journal* and the Council of Chief State Officers, the award program is now in its 27th year as the oldest to honor classroom teachers.

As teacher, librarian and counselor, Mr. Monilaws believes that "knowing and understanding the complete student is vital to successful teaching. This cannot be done unless the teacher takes an interest in the student's involvement outside as well as in the classroom." Mr. Monilaws' involvement in the PTA, high school sports, as member of several professional organizations and as coordinator of Inverness' nationally-known resource center, substantiates this philosophy.

As Montana's Teacher of the Year, Mr. Monilaws now becomes the state's candidate in national competition.

"Ban the Burn"

In 1977 there were over 4,000 fire-related incidents in Montana. Four hundred of these were caused by school children. The Montana Fire Services Training School, with a grant from the Independent Insurance Agents of Montana, has now developed an elementary fire safety course for grades K-4. The program, entitled "Ban the Burn," is designed to educate children in fire prevention and safety to reduce the number of fires caused by school children, and to heighten children's over-all concern for fire safety at home, school, and in the community.

"Ban the Burn" has been identified by Superintendent Georgia Rice and the Montana Fire Prevention Association as a useful course available to elementary schools and any organizations wishing to implement it. The text of the course consists of stories of actual fire incidents. Each story is preceded by an explanation of common hazards and events related to the "fire and burn" situation in question, and is followed by practical information for dealing with the situation. Accompanying the text are ditto masters and transparencies, and one course package can be used by many teachers in the same school system. Lessons integrate learning activities in English, spelling, music and art. Pilot programs have been conducted throughout Montana.

Bruce Hladella, Instructor for the Montana Fire Services Training School, asks, "Should we continue our policy of 'never giving a child an even break?' Should we continue to be part of the problem? The price is too high, the cost too great to disregard further our most valuable resource."

Copies of "Ban the Burn" are available free from the Montana Fire Services Training School, 2100 16th Ave. S., Great Falls 59405 (761-7885).



Mock Drill Evaluates Roosevelt Memorial Hospital Disaster Plan

On Tuesday, Sept. 19, a drill was held in Culbertson involving the high school junior class in an effort to evaluate the Roosevelt Memorial Hospital Disaster Plan. Prior knowledge of the drill was restricted to assure a realistic exercise. When the call came in that there had been a "school bus accident," only the hospital administrator, one staff member and two school officials knew that it was actually a drill.

The accident which was simulated approximately four miles north of Culbertson on Highway 16 involved 24 students who were briefed at the scene. Each was assigned a role to play—either that of a victim or a concerned parent. The victims' "injuries" ranged in severity from cuts and bruises to traumas requiring cardiopulmonary resuscitation.

The disaster plan was activated at the hospital as soon as the accident had been reported. Responding to the call were members of the National Guard, emergency medical technicians, persons with vehicles adequate for transporting the injured, the Culbertson ambulance, Dr. Norman Reitzel and the hospital staff—including kitchen employees. Follow-through was so effective, however, that students were back in school in time for lunch. Don Wolslagel, Superintendent of Schools in Culbertson, felt the "disaster" was well-handled and frighteningly realistic.

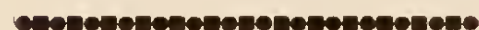


In the Emergency Room of the Culbertson Hospital, patients were treated for injuries by Dr. Norman Reitzel after a simulated accident involving a school bus north of Culbertson.

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Dean Lindahl, director of the Federal Programs Unit of OPI, discusses elementary reading approached with Debbie Carlson during the Title I Workshop held at Helena's Colonial Inn on Oct. 12-13. As a Belgrade Teacher and Professional clown, Ms. Carlson finds that her clown presence motivates pupils in reading class.



NDN Comes to Montana

In 1971 in a small rural area of Illinois, a teacher, Mrs. Lucille Werner, developed a very successful, inexpensive preschool screening and assistance program for learning problems. Through rigorous testing the program has proven effective in helping two out of every three students with serious reading problems to become successful readers. Mrs. Werner's program, now used in 31 states and five countries, is one of the more than 200 proven programs available through the National Diffusion Network (NDN). A teacher writes about one NDN program:

After only four short weeks of using Alphaphonics, I am thrilled with the interest, enthusiasm and eagerness of my children—to say nothing of the interest and cooperation of parents. I'm sorry that I did not hear of Alphaphonics earlier. After 18 years of reading programs which involved everything but standing on my head, the small amount we invested in Alphaphonics (\$36.06) gives my students and me everything we need for an excellent learning experience.

The National Diffusion Network is offered through the Office of Public Instruction, and special facilitators are available to provide information necessary for installing programs in local schools and classrooms. The facilitators will cut red tape, advise on costs and assist in locating funds to help defray expenses. In many cases ESEA I or ESEA IV funds can be used. For more information, call the field representative/facilitator in your area: Western Montana, Jim Palmer, 728-3248; Central Montana, Jim Watkins, 761-4144; Eastern Montana, Tony Tognetti, 252-9291. For descriptions of NDN programs, call Cheri Bergeron in the Resource Center at 449-2028 or on the Education Hotline. Ask for the book, *Education Programs that Work*.

WHO'S NEWS

New OPI Staff

Richard Palmer, former Food Service Instructor at Glasgow AFB, became a consultant in School Foods Services in September. Mr. Palmer received his B.S. in Hotel, Restaurant and Business Administration from Moorhead State in Minnesota. He has also studied commercial cooking and baking and is presently enrolled in the master's program at Northern Montana College.



Gary Watt joined staff in August as a consultant in School Foods Services. Mr. Watt holds a bachelor's degree in Dairy Management and a master's in Environmental Health from Montana State University. He is president of the Montana Environmental Health Association and a board member of the national association.

Ronald Wirtz joined staff as ESEA Title IV Consultant on October 2. Mr. Wirtz, former principal at Parkview Junior High in Dillon, holds a bachelor's degree from Rocky Mountain College and an M.Ed. from the University of Montana. He will be working with innovative educational programs.



NEWSLETTERS



COMMUNITY EDUCATION

KATHLEEN MOLLOHAN
CONSULTANT

Office of Public Instruction and Browning Get HEW Grants The Office of Public Instruction and Browning Public Schools received two of the 85 community education grants awarded to schools, state departments of education and universities by HEW's Office of Education for fiscal year 1978. A total of \$3.5 million was awarded for the third year of funds under the Community Schools Act.

Deadline Set for Federal Grant Applications January 5 is the deadline for receipt of community education grant proposals by the USOE for fiscal year 1979 funding. Approximately \$3.5 million will be available again this year. Local school districts will compete nationwide for approximately \$1.5 million of the total amount. Request application forms can be obtained from the Community Education Program, USOE, ROB No. 3, 7th & D Sts. S.W., Washington, D.C. 20202, (202) 245-0691.

U.S. Senate and House Pass Community Education Legislation When the Senate passed the ESEA Act of 1978 in August, significant strides in federal community education legislation were made. Title X of ESEA will become "The Community Schools and Comprehensive Community Education Act of 1978." The new legislation authorizes approximately \$500 million over 5 years and will distribute monies to each state in the form of block grants based on state population. This legislation has been endorsed by over 26 national associations and agencies. For copies of these bills, call on the Education Hotline, 1-800-332-3402.

Montana Youth Justice Council Pledges Money For Community Education The Governor's Youth Justice Council Task Force on Delinquency Prevention has listed support of community education as its highest priority. Ac-

cording to Steve Nelsen of the State Board of Crime Control, the Council has committed \$87,000 to fund delinquency prevention projects. Cities, counties, school districts and non-profit corporations are eligible to apply for grants of up to \$30,000. Preference will be given to projects that support the community schools concept. Details can be obtained from any Youth Development worker or the Board of Crime Control in Helena (449-3604).

Five Counties Eligible for Hill Foundation Grants Public schools, private schools and agencies in Phillips, Blaine, Hill, Liberty and Chouteau counties are encouraged to seek assistance for innovative projects to support rural education. The Northwest Area Foundation is offering Hill Foundation grants of up to \$10,000 for programs which will (1) build closer cooperation between school, parents, home and community, and (2) provide a quality educational program which will continue to be supported by the community. For more information, contact Nancy Vanderpool at Northern Montana College (135-3225).

10th Annual Gallup Poll Results Released For the first time, Gallup Poll surveyors asked the public for suggestions to improve the public schools. More parental involvement was the fourth most frequent suggestion. Participants in the poll complained of a "poor attitude" on the part of teachers in communicating with parents, and suggested more parent/teacher conferences for the purpose of learning more about "what parents can do in the home to help their children in school." Because declining enrollments have forced many schools to close, the public was asked what should be done with these buildings. The most frequent answer was that the schools should be used for community activities. Other suggestions were to use schools for adult education, vocational and job training, cultural events and senior citizen or youth activities.

Community Education Workshop in January The Office of Public Instruction will sponsor a two-day workshop on community education at the Heritage Inn in Great Falls on Jan. 31 and Feb. 1, 1979. Teams consisting of a district administrator and a community leader from 38 communities have been invited to participate. Although the workshop is designed specifically for these target communities, anyone in-

terested is encouraged to attend. For more information, call on the Education Hotline or 449-3693.

Flint Workshops Two-week workshops in community education are scheduled for 1978-79 in Flint, MI, at the National Center for Community Education. Participants will receive free lodging, food allowance and instruction. There is a \$50 registration fee to cover cost of materials and participants must pay their own travel expenses. Two hours of graduate credit are available. The schedule for the workshops is: Oct. 9-20, Nov. 6-17, Feb. 26-Mar. 9, Mar. 19-30 or May 7-18. If interested, apply now. There are always more applicants than can be accepted, so it is important to reserve space immediately. Copies of the pre-application form are available from the National Center, or call 449-3693.

Community Education Resources Gloria Gregg, Director of the Center for Community Education Development at MSU (994-4731), and the School/Community Consultant have many community education resources on hand: films, annuals, books, monographs, slide-tapes and video tapes. These are available on loan and in some cases copies can be made. Contact the School/Community Consultant for more information on specific topics. **Of particular interest to teachers:** The following publications are available: "The Community is the Classroom"; "Community Involvement for Classroom Teachers"; "Experience-Based Learning: How to Make the Community your Classroom"; "Yellow Pages of Learning Resources"; "101 Activities for Building More Effective School-Community Involvement"; "Action Learning: Student Community Service Projects"; "How to Plan and Conduct Field Trips"; "My Community: A Community Study Project"; and "What Kids Can Do."

Seed Grants The Center for Community Education at MSU announces that program development grants to assist with the implementation of community education have been awarded to the Bozeman Public Schools and to the Frazer Public Schools. These grants, the first to be awarded in Montana, are part of a special grant made available through the C.S. Mott Foundation and the Northwest Coalition for Community Education. Three additional grants are to be made in the next few months.

Pupil Transportation Safety

CONSULTANT
TERRY BROWN



"BUS TRANSMISSIONS"

School Bus Inspection

Before the beginning of each fall school term and again in January, every school bus that transports students to and/or from school in Montana is inspected by Montana Highway Patrol officers. In 1977, over 3,500 inspections were made on 1,715 school buses throughout the state.

There were no accidents as a result of mechanical problems--a good record considering that school buses in Montana travel 90,211 miles a day transporting 58,057 students.

Everyone involved in pupil transportation safety is thankful for the time and effort that Montana Highway Patrol officers spend to see that we maintain our excellent safety record.

Defensive Driving Course

The Defensive Driving Course is now being handled by the Montana Safety Council, Don Bissell, Manager, "Rocking Six-B" Ranch, Belt 59412. If you are interested in sponsoring a DDC Course please contact Don and he will help you set up a class.

1977 Highway Statistics (From Montana Highway Patrol Annual Report)

320 fatalities - one fatality every 27 hours; 9,869 injuries - one injury every 53 minutes; 21,705 accidents reported - one accident every 24 minutes; \$15,914,000 economic loss - \$463,000 loss every day

Daily Traffic Accident Toll:

- 59 accidents
- 27 injured persons
- More accidents occurred:
 - between 4:00 and 5:00 p.m. than any other hour of the day
 - on Saturday than any other day of the week
 - in December than any other month of the year

More fatal accidents occurred:

- between 2:00 and 3:00 a.m. than any other hour of the day
- on Saturday than any other day of the week
- in August than any other month of the year

51% of drivers killed had been drinking

School Bus Driver Inservice Training

The Board of Public Education at their Oct. 2-3 meeting in Miles City rejected the Office of Public Instruction's proposal to require all school bus drivers to complete 30 hours of inservice safety training.

All pupil transportation personnel in the state should now work with local Boards of Trustees to help them meet their liability responsibility in case of serious school bus accidents. We must continue voluntary compliance with school bus driver inservice training. We have established a good program, but it won't help anyone if it isn't used.

Social Studies

Ed Eschler, Consultant

In my last newsletter I discussed the issue of competencies. In social studies, of course, reading is a pertinent skill required for developing competency in such courses as history, geography and government. Consequently, Improving Reading in Social Studies workshops were conducted during the recent Office of Public Instruction Regional Workshops held at Columbus, Sidney, Glasgow, Belgrade, Hardin, Lewistown and Conrad. Informal feedback indicates that the sessions provided useful approaches for learning about the readability of social studies materials for students. The tools employed in the workshops can also help teachers in assessing reading levels of materials they plan to use in class. Moreover, the workshop reading kits aid in determining the ability of students to comprehend content area reading assignments. Teachers interested in such a workshop should feel free to contact me.

One area of concern addressed in social studies classes is resource conservation. This learning area has many faces—environmental education, ecology, conservation education and energy education. The focus on energy education increases as this nation's thirst for Arab oil grows. Like other teaching areas associated with political, social and economic dilemmas, environmental or energy education receives the attention of numerous interest groups. The concern of some interest groups is manifested in the production and distribution of teaching units and related materials.

One environmental education program which has proven useful is **Project Learning Tree (PLT)**. This program was formulated by the Western Regional Environmental Education Council. The Council's membership comprises public instruction staff from 13 states including Montana. PLT is a supplemental environmental education program that can be incorporated easily into existing instructional schedules. The program centers on lessons and activities published in two manuals, one for grades K-6 and one for 7-12. The manuals contain lessons for all grade levels and subject areas. Some are designed for the classroom and others for outdoor sites. Lessons address cognitive areas as well as value conflict concerns.

PLT workshops have been held at Billings, Hardin, Glendive, Wolf Point, Lewistown, Dillon and Missoula during the past two years. Workshop participants receive PLT manuals. Presently, PLT sessions are scheduled for the Browning Public Schools on Nov. 2 and the Arlee Public Schools on Nov. 4. Persons interested in Project Learning Tree should contact me for further information.

Specific instructional activities in energy education also are assuming imperativeness as numerous programs become available to teachers.

As a result, teachers often find onerous the task of ascertaining which items would best serve their particular class objectives. To aid teachers, Mathematics/Science Consultant Gary Hall and I are working with three regional teacher teams to assess energy education materials for the purpose of promulgating and distributing an energy education materials and resource guide. The first regional team met in Missoula on Oct. 3. It includes Judi Fenton, Prescott School, Missoula; Sue Dolezal, Stevensville High School; Willis Curdy, Hellgate High School, Missoula; Milt Gratton, Hellgate High School; and Betty Smith, C.S. Porter School, Missoula. These teachers are working with energy education materials related to their specific teaching areas which encompass home economics, science, social studies, math and elementary education. Questions and input about the project are welcomed.

During the present school year, this office will be engaged in a task which has real significance for social studies and other content area teachers. The Board of Public Education has assembled a set of "Standards for State Approval of Teacher Certification." These standards include proposed criteria for programs in teacher education for prospective social studies teachers. The criteria would have bearing on the teaching endorsements a social studies teacher has on his or her teacher certificate. Some people at one time or another may have been noted in a school district's accreditation letter as not being properly endorsed to teach in a certain assignment. For example, a person endorsed in history might be cited for teaching economics, an area in which he or she does not have an endorsement. Consequently, one area of concern regards the merit of being trained in an all-encompassing comprehensive major or of preparing in a very specific major and minor.

Finding teachers with a variety of teaching endorsements can be vexing for small districts if these school systems wish to have a varied curriculum while employing a small staff. Moreover, the nature of a teacher's endorsement affects employability. My charge, therefore, is to organize a committee to address the social studies portion of the proposed standards and provide input to the Board of Public Education by May 1, 1979. I urge concerned teachers, therefore, to let me know their thoughts on this matter before the proposed standards are acted upon.

Items to Remember

- National Council for the Social Studies 58th Annual Meeting, Houston, TX, Nov. 22-25. Contact me for program booklets.
- Montana Council for the Social Studies Annual Meeting, Missoula, Apr. 6-7, 1979. For information about MCSS contact me or Tim Gregori, Pres., MCSS c/o Hellgate High School, Missoula 59801.
- Persons looking for Montana history materials may wish to examine **Montana: Two Lane Highway in a Four Lane World** researched, edited and assembled by staff and students of the Lolo Middle School, Lolo 59874 and published by the Mountain Press Publishing Co., 279 W. Front, Missoula. The Fry Readability Test places the book at the grade eight level.

The English Bulletin

How to Live Through Junior High School. Eric Johnson, J.B. Lippencott, Co. 1975. This practical discussion of the middle and junior high school years contains a wealth of information for parents and teachers. The book has chapters addressed to the problems of underachievement, boredom, study habits, reading and mathematics. The author frequently quotes questionnaires he distributed among students, parents, and teachers. Suggestions offered for reaching the gifted, average, and below average student are all specific, clear and supplemented with additional sources.

Questions English Teachers Ask. R. Baird Shuman, editor, Hayden Book Co., 1977. Hundreds of English teachers across the country submitted questions, and 88 English education leaders have provided to-the-point undogmatic responses. Here's a sampling of the questions asked and answered: "What part of the English curriculum should receive top priority?" "Should composition be taught in conjunction with reading?" "How would you teach grammar to slow learners?" "Should the reading classics still be emphasized in secondary schools?" Most answers are one or two pages long and all followed by brief bibliographies.

Teacher's Petite Piaget. C.M. Charles, Fearon Publishers, 1974. This 58-page booklet does an excellent job of clarifying French psychologist Jean Piaget's theories regarding the developmental nature of human intelligence. Key ideas, important findings, and implications for teaching are stated clearly. The appendices contain additional information related to children's ideas about causes and mental readiness for mathematics. The material is helpful in understanding student responses to assignments, student interactions in the classroom, and classroom activities which can best utilize student traits at various stages.

Strategies for Teaching the Composition Process. Carl Koch and James Brazil, NCTE, 1111 Kenyon Rd., Urbana, IL 61801, No. 47518R, \$3.95. The authors of this 108-page book present resources for practical, student-centered, and easily implemented strategies for teaching composition. The book is divided into four sections: "The Comfort Zone" is designed to help overcome students' fears of writing and to develop constructive attitudes toward language; "Prewriting" helps students generate topics for writing, identify audiences, and decide on a form and method of organization; "The Writing Stage" teaches students how to form and structure their ideas in writing; and "The Postwriting Stage" helps students edit and proofread their writing. Specific instructions and variations are given for each strategy. Two appendices suggest ways of constructively evaluating student writing.

How to Help Your Gifted Child: A Handbook for Parents and Teachers. Gina Ginsberg and Charles Harrison, Monarch Press, 1977, \$4.50. The Gifted Child Society received a Ford Foundation Grant for this publication which presents information on what parents and teachers can do if their children and students learn earlier, faster, better, or differently from other children their age. The book deals with the questions of identification of the gifted, the wants and needs of gifted students, and successful techniques for teaching gifted learners. The book also outlines the step-by-step development of an out-of-school learning program.

Yellow Pages of Learning Resources. Richard Saul Wurman, MIT Press, 1972, \$1.95. This resource directory is published in a format similar to the telephone directory's Yellow Pages. It is an indispensable help for teachers in small communities, teachers with limited in-class resources, and teachers with a desire to integrate the community resources with the students' classroom experiences. The thesis of the book is that a town can be an education in itself. It alphabetizes elements of the community and lists in show-and-tell fashion numerous possibilities for learning. The book opens with a page on "What can you learn from an ACCOUNTANT?" and proceeds through "What can you learn at an INSURANCE COMPANY?" to "What can you learn about ZONING?"

Living and Breathing Resources

Montana Writing Project Participants. Each of the 20 teachers who participated in the Montana Writing Project last summer at the University of Montana has prepared three different workshops dealing with some aspect of the composing process. They collectively constitute a living version of the NCTE publication mentioned earlier in this column, **Strategies for Teaching the Composition Process**. Contact the consultant nearest you for information on scheduling inservice sessions: Joan Borneman, Anaconda St. High; Gary Burt, Flathead High; Virginia Egli, Glendive Middle School; Margaret Grant, Lewis & Clark School, Missoula; Mary Ann Gruba, Sentinel High, Missoula; Mark Hansen, Chester High; Linda Kerouac, Lewistown Jr. High; Jean Kimble, Jefferson School, Helena; Terry Nugent, Townsend High; Mary Fagenstrom, Great Falls High; Larry Porter, Billings West High; Charles Powers, Conrad High; Jael Prezeau, Whitefish Elementary; George Rider, Scohey Public Schools; Sue Schweigert, Lockwood Primary, Billings; J. Malcolm Swan, Polson Middle School; Bill Taylor, Hellgate High, Missoula; Jane Urbaska, UM English Dept., Missoula; Nancy Vandeverter, Bozeman Jr. High and Roxanne Hohlitt, Belgrade High.



TRAFFIC SAFETY
CONSULTANT
CURT HAHN

Traffic and Safety Education

1977 Montana Highway Patrol Annual Report

The Montana Highway Patrol's Annual Report is now available. This report is filled with valuable, current information which every traffic educator should have. You may obtain your copy by writing to Curt Hahn, Office of Public Instruction, or call toll-free 1-800-332-3402. The supply is limited.

NSC Announces Winter Workshops

Winter and Emergency Driving Workshops will be conducted Jan. 8-19, 1979 by the National Safety Council's Committee on Winter Driving Hazards at its Stevenspoint, WI test site.

The two and one-half day workshops are for instructors and supervisors of driver education in high schools and colleges, as well as driver trainers for school buses, police and military emergency vehicles and commercial and industrial fleets. Students will receive actual driving experience on ice, snow, and dry pavement, including training in: (1) stopping techniques, (2) control procedures, (3) passing maneuvers, (4) steering control, (5) skid control, and (6) evasive action. Because class size is limited, applications must be received by Nov. 10. Applicants will be screened by a selection committee and later notified.

For information and application write: Winter Driving Workshops, National Safety Council, 444 N. Michigan Ave., Chicago, IL 60611.

Motorists Advised on Winter Tires

As winter approaches, the U.S. Department of Transportation advises motorists not to combine radial tires with snow tires unless the snow tires are of radial construction.

Administrator John W. Snow of the department's National Highway Traffic Safety Administration (NHTSA), emphasized the need for motorists to make the proper selection of deep-tread, winter-type tires (snow treads) for use on passenger cars.

"Careful driving is even more vital in winter weather because of poor road conditions, particularly in areas that have periodic snow and ice," Snow said. "Making the proper selection of tires can often be critical to safe driving."

The traffic safety chief also offered this advice to motorists, especially during adverse weather conditions: "Slow down on slippery roads and at intersections, keep a safe distance between you and the car in front, use your safety belts, guard against alcohol abuse and observe the 55 mile per hour national speed limit."

The NHTSA gives these tire tips for best protection during the winter season:

- If your car is equipped with radial ply tires and you want to use snow treads, it is essential that you purchase radial-ply constructed snow treads. Never mix bias or belted-bias constructed tires with radials, because handling characteristics of the car will be affected adversely.
- Many motorists consider radial tires equal in traction to snow tires. Most states, however, do not recognize radial tires as snow tires. When a motorist has any doubt, he or she should check with state, county, or city officials.
- Snow tires should be inflated to the same pressure as recommended for conventional tires by the car owner's manual. Lower pressure does not increase traction, and excessive heat buildup from underinflation may damage your tires.
- Changing weather changes tire inflation pressure. Tires lose about one pound of air pressure for every 10-degree drop in temperature. Always check for proper tire-inflation pressure before driving, when the tires are still cold.
- If you plan to use snow tires, store your regular tires flat in a cool, dry place. Make sure they are out of the sun and away from electric motors, which produce rubber-deteriorating ozone.
- If your car is in a skid, pump rapidly but lightly on your brakes until you slow down. If you begin to slide sideways, steer in the direction of the skid, foot off the brake pedal until you feel you are in control again.
- If you are thinking about using studded tires (tires with studs, usually carbide-tipped, imbedded in the tread to help increase traction) check your state regulations to see when and if they are permissible. In some states, studded tires are legal year-round, while in others, there is a restricted period of use. Studded tires are illegal in Florida, Hawaii, Illinois, Louisiana, Minnesota, Mississippi and Wisconsin. In Montana studded tires are legal Oct. 1-May 31.

Free Film

A Volkswagen film, **Passive Restraints**, is available free to any interested safety-related organization. To order the film, write Michael A. Maddalena, Sales Training Coordinator, Volkswagen of America, Inc., 818 Sylvan Ave., Engelwood Cliffs, NJ 07632. When ordering the film, include the approximate length of time you will need it.

Health & Physical Education

CONSULTANT SPENCER SARTORIUS

Physical Education for the Handicapped

Montana schools are now in the process of implementing Public Law 94-142 of the **Education for All Handicapped Children Act**. This law has special implications for physical education as it is the only discipline aside from special and vocational education that the bill mentions specifically. Public Law 94-124 defines as handicapped all children between the ages of 6 and 18 who are either mentally retarded, hard of hearing or deaf, speech impaired, visually handicapped, orthopedically impaired, other health impaired, or with specific learning disabilities.

Physical educators should know those points of PL 94-124 which immediately concern them. Handicapped youngsters are to be taught with their non-handicapped peers to the greatest extent possible, and removed from the regular educational environment only when the nature or severity of the handicap is such that an education in regular classes cannot be satisfactorily achieved. The child is thus to be placed in the **Least Restrictive Environment**. If he/she is so disruptive in the gymnasium that the education of other students is significantly impaired, the needs of the handicapped child cannot be met in that environment and placement in the regular program would not fit the child's needs. Where possible, however, handicapped children should be in regular classes though not every child has to be in a regular class. Mandatory mainstreaming of all handicapped children is not the intent of the law.

Another important facet of PL 94-124 for physical educators is the **Individualized Education Program (IEP)** statement required for each handicapped student. The IEP defines the child's present situation and projects goals, as determined by one or more of the child's teachers, a parent, the child (where appropriate), a representative of the local education agency other than the child's teacher, and other individuals chosen by the parent or local education district. New goals are to be added each year. All school districts should have an IEP for each handicapped student participating in mainstream physical education classes.

Montana schools are at various stages of implementation of PL 94-124. Several steps can be taken by local districts to move toward full implementation:

- Hold a general staff meeting at which the district special education teacher or director could present an overview of the requirements. Information may be obtained from the Special Education Unit in the Office of Public Instruction.
- Analyze staff to see which teachers have had experience in teaching the handicapped. Discuss problems for teachers and students alike.
- Arrange with a near by college or university for a specialist in physical education for the han-

dicapped to conduct an inservice workshop.

- Examine the possibility of taking courses in physical education for the handicapped.

School districts interested in holding service training workshops for their teachers in physical education for the handicapped should contact Spencer Sartorius, Consultant, Health and Physical Education, Office of Public Instruction, Helena 59601.

Health, Physical Education and Recreation Convention

The Northwest District American Alliance of Health, Physical Education and Recreation Convention will be held April 12-14 in Billings. Convention headquarters will be the Ramada Inn. Montana health and physical educators are encouraged to make plans now to attend, as the convention will not be held in Montana again for several years. For information, contact Dave Oberly, Billings Public Schools, 101 10th St. W., Billings 59102.

Trampolines in Physical Education Class

During the past several years there has been controversy regarding the use of the trampoline in physical education classes. Many Montana schools have already "put away" their trampolines because of recent increases in insurance rates for schools that use the trampoline.

Although the insurance crunch has hit many schools, there are still schools that use the trampoline. For safety tips and position statements on trampoline use, contact Spencer Sartorius.

Health-Physical Materials

Teachers interested in any of the materials listed below should contact Spencer Sartorius.

Films

"New Pulse of Life" Excellent up-to-date film on CPR training with easy to follow, step-by-step instruction. Jr/Sr High level.

"Coronary CounterAttack" Provides incentives and direction for physical fitness programs. Jr/Sr High level.

"What Makes Millie Run" Excellent motivational film for physical fitness for girls and women. Jr/Sr High level.

"John Baker's Last Race" Excellent motivational film for general physical education. All grades.

"Every Child a Winner" Positive values of elementary physical education.

Video Tapes

A live part, color video tape presentation on survival done by Utah Dept. of Nat. Resources. Tapes available on ¼" cassettes or ½" reel to reel. The live parts are: 1) The Psychology of Being Lost; 2) Survival Kits; 3) Fire Building; 4) Shelter Building; 5) Edible Plants and Animals.

Filmstrip

"Very Much Alive" This deals factually and openly about the abortion issue.

Curriculum Information

"Shooting Sports Programs for Schools, Aerobics Programs, Trampoline Safety Tips, Health Resource Lists (State and National Organizations which provide free and inexpensive health materials)

Upcoming Traffic and Safety Education Dates

Dec. 4-8, 1978	Sixth National Conference on Safety Education	CMSU Warrensburg, MO
Jan. 8-10, 1979	Winter and Emergency Driving Workshops	Whiting Motor Hotel Stevenspoint, WI
Jan. 11-13, 1979	National Safety Council	
Jan. 14-16, 1979		
Jan. 17-19, 1979		
May 6-7, 1979	Montana Traffic Education Conference	Heritage Inn Great Falls

CLASSIFIEDS

Scottish Rite Scholarships Available

Montana public school teachers with one year of classroom experience are eligible to apply for six \$300 summer school scholarships available from the Scottish Rite Foundation of Montana. Application forms and information are available by writing the Scottish Rite Scholarship Committee, Box 4879, Helena 59601. Applications filing date deadline for the 1979 summer school scholarships is Apr. 10, 1979. The 1978 summer school scholarship recipients were Patricia May Bristol, Butte; Keith G. Wood, Clancy; Luella Addleman, Missoula; Gail Marie Hager, Great Falls; Karen L. Larsen, Billings; and Danna M. Hintz, W. Yellowstone.

New Montana History Textbook to be Published

A Montana history textbook will be published Feb., 1979 by the Pruett Publishing Co., 3235 Prairie Ave., Boulder, CO 80301. The book, *Montana: Our Land and People*, is authored by William L. Lang and Rex C. Myers. Both are historians on the staff of the Montana Historical Society in Helena. For information about this junior high school level book, contact Ed Eschler, Office of Public Instruction, or the authors, c/o the Montana Historical Society, Helena 59601.

Visitez l'Europe!

The Northern Montana College Study Tour, Mar. 15-27, will visit Amsterdam, West and East Berlin and Paris for \$900 excluding meals. The tour is open to all interested students, teachers and friends. For additional information contact Dr. Arthur Dolman, Chairman, Social Sciences, Northern Montana College, Havre 59501, telephone 265-7821, ext 3252.

DAR Sponsors Good Citizens Contest

The Montana Society of the Daughters of the American Revolution has announced the opening of its annual DAR Good Citizens Contest. Participation is open to senior boys and girls in all accredited high schools and winners will be selected on the basis of scholastic record, questionnaire information and recommendations based on qualifications of leadership, dependability, service, and patriotism. For more information contact Charlotte S. Koch, Route 2, Box 182, Bozeman 59715.

County Land Use Maps Offered

The Department of Community Affairs is now preparing maps of all 56 Montana counties, showing ten different categories of land use: urban and built-up areas; rural and suburban tracts; irrigated cropland, hayland and pastureland; non-irrigated cropland; recreational areas; rangeland; commercial forest, and forest cover areas. The scale will be half an inch to the mile. Twelve state and federal agencies and private corporations are working with DCA on the project.

Maps of Lewis & Clark, Cascade, Hill, Teton, Silver Bow, Deer Lodge, Mineral, Missoula, Powell, Broadwater and Pondera counties are or will be available this month to anyone interested. Other counties are being printed as time permits. Anyone requesting maps of individual counties or a complete set of these maps as they become available should contact John Andrews, Land Use Planner, Montana Department of Community Affairs, Helena, 449-3757. A nominal fee will be charged to cover mailing costs.

Office of Public Instruction Hotline Activity

Christy Shandy, Reception/Referral Desk Manager, transferred 3,470 hotline calls from Montana educators and citizens to the Office of Public Instruction staff during the months of September and October.

Lights, Camera, Action

Wanted: Videotape equipment. Camera, PortaPack, reel-to-reel (1/2") or cassette. Black & white, suitable for indoor and outdoor filming. Contact Rod Meucher, Culbertson H.S., P.O. Box 459, Culbertson 59128 (787-5213).

Children to Learn About Aging

To assist the State Aging Services Bureau in achieving its 1979 goals, the Montana State University Center of Gerontology and the Department of Elementary Education are developing a training package to include strategies for teaching children grades two, three and four about the aging process. The Bureau intends to counteract early development of negative stereotypes of the aged. Upon completion of the training package, eight workshops will be held throughout the state for elementary education teachers. The two-day workshop has been approved for one graduate continuing education credit (\$20.00 fee if taken for credit). Tentative dates and locations are:

November 3-4	Glasgow	Area I
November 17-18	Miles City	Area I
December 1-2	Great Falls	Area III
December 8-9	Missoula	Area VI
December 15-16	Bozeman	Area IV
January 12-13	Billings	Area II
January 26-27	Crow Agency	Area VII
February 2-3	Butte	Area V

Local schools will receive further information in the near future.

Elementary Students Learn About Business

Four Montana school districts are serving as pilot schools for the development and trial use of materials and strategies for teaching economic awareness. Teachers and administrators of the elementary schools in Conrad, Helena, Lockwood and Target Range districts are now using materials they developed during spring semester of 1978 and the summer months.

"Business awareness" is the name given to this effort to expand and improve the understanding of the American economic system by students in the public schools. Pilot school teachers integrate the study of economic principles as well as day-to-day workings of our market economy into the regular curriculum. Business persons in each pilot school community assist the teachers by participating in planning and by lending their facilities and staffs to the effort. The Division of Planning, Development and Evaluation for School/Community and the Community Education Program provide coordination and resources.

Several teachers in each school report significant growth in the mastery of economic principles by their students. Progress in all classes is being measured by scores on pre- and post-tests. Business persons who have participated in the project are particularly pleased to be involved in classroom activities.

"Outstanding Earth Science Teacher" Contest Opens

To compete for the honor of "Outstanding Earth Science Teacher" in Montana, write to David Fountain, Dept. of Geology, University of Montana, Missoula 59812. State winners from Montana, Wyoming, North and South Dakota and Nebraska go on to compete for the regional honor.

Application deadline is Jan. 1, 1979.

Wanted: One Christmas Seal

The Montana Lung Association is looking for its 1980 Christmas Seal. Students from grades K-3 are asked to submit paintings. The 1978 Seal was done by Eric Jones of Libby and the 1979 Seal has been done by Loren Hanson of Ft. Peck.

For teachers and the general public, an 11 minute film-strip, "How to Save a Choking Victim-The Heimlich Maneuver" is available along with discussion questions. MLA will provide a speaker for groups. Films and classroom materials are also on hand for grades K-12. For complete details contact the Montana Lung Association, 825 Helena Ave., Helena 59601.

Children Missing

Jennifer Fouhy of Scobey is trying to find her children. At the beginning of August, Stacie Rae Reed (age 8-grade 3) and William Adam Reed (age 7-grade 2) disappeared from Billings with their father at the end of a six-week authorized visit. The father, William Ray (Bill) Reed, is being charged with Custodial Interference and a fugitive warrant has been issued. If anyone has seen the children, contact the police or Mrs. Jennifer Fouhy, Box 374, Scobey 59263, 487-5435.

Gallatin Teacher Center Goes Full-time

The Teacher Center for Gallatin County is now fully operational. Three staff members Barbara Loomis, secretary; Linda Bardonner, demonstration teacher; and Nina Willmuth, on-site coordinator are now occupying two rooms and a converted stage in the newly purchased building.

Since Oct. 3, the Center staff has been visiting all schools in the county as part of an ongoing needs assessment. The information obtained on these visits will be used to develop the first year-long program at the Center.

Major concerns of the teachers include how to make learning centers work in the classroom, how to gather sufficient material for bulletin boards and how to implement curricula for multi-aged groups. Teachers have expressed the desire for meeting with other teachers to share ideas, experiences and concerns. At this point the Teacher Center for Gallatin County will serve to help these teachers find needed material and resources.

One of the Center's first successes has been the county-wide Artist-in-Residence Program. In the past only large schools were able to participate in this program which recruits an artist to work with students while pursuing his/her career. With the help of the Teacher Center and the financial support of individual districts, Gallatin County will now have an artist working out of the Teacher Center spending time in each county school. Judy Tallichet, a sculptress, was chosen for the Center by Gallatin teachers and administrators.

From the SUPERINTENDENT

I am concerned over recent assaults on the public educational system by various special interest groups. American education and Montana education have prospered because of the local and state control that we have been able to preserve. Serious attempts to erode this very strength of our educational system are being evidenced by several groups. As Superintendent, I am obligated to respond to recent events that impact our public educational system such as:

1. The questionable methods of funding used by the Department of Labor to find youth employment and Comprehensive Employment & Training activities. Their methods are clearly in conflict with Montana law (Section 75-7303, R.C.M. 1947 as amended). In many states including Montana, the Department of Labor has stated that they can create a parallel education system operated by the Department of Labor.

2. The growth of private schools with teachers who are not certified and curricula which does not meet state accreditation minimum requirements. This situation has created an adverse effect on the public schools as well as the established private schools of our state. Students often encounter problems when trying to transfer to an elementary, secondary or postsecondary public school from a substandard private school.

3. The direction of Congress to support private schools through tuition tax credit measures. Although this measure did not pass, there is a growing movement on both state and federal levels to support private schools with public funds. On the ballot in one state is the equivalent of the voucher system which is similar to tuition tax credit measures on the federal level.

In my opinion, these three items represent some of the encroachments of the public school system as we recognize it today. As educators, we can minimize encroachment by making sure our educational programs are credible and understandable in our communities and by examining and adjusting curricula to meet local needs.

The public school system has served the nation well. Perhaps it does need some adjustments, but I doubt that it deserves the attack that is being launched through a quest for power by narrow self-serving interest groups.



Georgia Rice

Calendar

Dec. 1-6	American Vocational Assoc. Convention • Dallas
3-8	Safety Education Nat. Conf. • Warrensburg, MO
10-12	NW Assoc. of Schools & Colleges Annual Meeting • Reno
25	Christmas
Jan 1	New Year's Day
5	ES&A Title IV FY 79 funding deadling
20	OE/A state officers workshop • Helena
29-30	Montana High School Assoc. Annual Meeting • Helena
31	Montana School Testing Service form deadline

Dec

Jan

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